

YOUR NAME(S):

CYCLE: **B** **G**

	SELF	TEACHER
<p>Evidence of Process?</p> <ul style="list-style-type: none"> • sketchbook including notes, plans, drawings and brainstorm of a range of ideas (3 or more) [10] • a design brief (typed, titled, subtitled, clear, detailed)[10] • an reflective daily journal (beyond an inventory of your day) [10] 	30	30
<p>Product Form</p> <ul style="list-style-type: none"> • To what degree was clarity and organization a concern? [5] • How professional is the design's presentation [5] • How appropriate are the materials and tools that are used to this design concept? [5] • Does this design show a critical use of the elements and principles of design? Do they reflect and support the design concept. [10] 	25	25
<p>Product concept</p> <ul style="list-style-type: none"> • How clear and resolved is the design concept? Or, is it confused? (Should be explained or reflected through the design brief) [10] • Is the design concept innovative or does it seem derivative? [10] • Would this design concept be engaging and influential to its intended audience? Would it have ample credibility? [10] • Was the design constructed with care and a concern for clarity and professionalism? [5] 	35	35
<p>Presentation</p> <p>If a Questionnaire:</p> <ul style="list-style-type: none"> • Does it solicit critical and informative responses from its audience [5] • Is it presented clearly with your names, titles, and spaces for answers? Is it typed in a clear font? [5] <p>OR</p> <p>If a live presentation?</p> <ul style="list-style-type: none"> • Does this presentation provide your audience with a clear, thorough, and succinct understanding of your design? [10] 	10	10